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ABSTRACT

This Career Opportunities Program (COP) Bulletin focuses on the involvement of COP participants in the teaching of reading and children's right to read. The contents include detailed descriptions of special reading programs in Jacksonville (Florida) and Atlanta (Georgia). Also presented are shorter descriptions of the involvement of COP participants in Yakima (Washington), Charleston (West Virginia), Denver and Lakewood (Colorado), and San Antonio (Texas). Highlights of several studies about the effect of paraprofessionals' reading instruction on pupil performance and Right to Read, the national literacy project sponsored by the United States Office of Education, are described. (WR)

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COP PARTICIPANTS AND THE TEACHING OF READING

BEST COPY AVAILABLE

Carla Drije

A basic focus of COP's concern with children's learning is their ability to read -- their very right to read. Acquisition of this skill is imperative for the mastery of the minimal requirements of the school curriculum. The child without reading competence usually finds his or her school experience marked by one humiliating "defeat" after another. Chances are good that it will be followed by equally discouraging experiences as an adult. Consequently, efforts to find effective methods of teaching reading to all children are a major concern of the educational world.

The focus of this COP Bulletin on the involvement of COP participants in the teaching of reading reflects the concern of the program with children's right to read. First, special reading programs in Jacksonville, Florida, and Atlanta, Georgia, will be described in detail. Shorter descriptions of the involvement of COP participants in reading instruction in Yakima, Washington, Charleston, West Virginia, Denver and Lakewood, Colorado, and San Antonio, Texas, will follow. Then, highlights of several studies about the effect of paraprofessionals' reading instruction on pupil performance will be presented. Finally, Right to Read, the national literacy project sponsored by the U.S. Office of Education, will be described.

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JACKSONVILLE, FLORIDA

Jacksonville is the site of an impressive language arts program whose staff includes over 50 COP participants. Called the Improved Communication Skills (ICS) project, the program is funded through the Elementary and Secondary Education Act (ESEA), Title I and is coordinated by Jerry R. Gugel. The program curriculum consists of reading, writing and oral language instruction, with reading forming the curriculum nucleus.

The ICS project began two years ago as a result of an education needs assessment conducted in Duval County. It was found that despite the fact that 75 percent of the students in Jacksonville's Title I schools had been given some kind of reading remediation, 50 percent of the schoolchildren in grades 4 through 7 remained reading "failures." It was clear that a more effective tactic was needed to develop the reading skills of these children.

Under the ICS project, approximately 6500 students, their classroom teachers and parents are served. The staff includes 42 elementary resource teachers, 4 secondary reading teachers, 1 reading specialist, 2 parental involvement resource personnel, 2 reading clinicians, 4 instructional specialists, 6 speech therapists, 50 instructional aides, 21 non-instructional aides, and 7 parental involvement aides. Principals in ICS schools serve as a management consultant team to the ICS coordinator.

Fifty COP participants perform instructional tasks in the classroom in grades 1 through 7; others work in the parental involvement component, to be described later. The majority of the instructional aides (42) work in grades 1 through 6 where individual teams composed of a resource teacher and COP aide serve seven to nine classrooms on a regularly scheduled basis. These teams are supervised by four instructional specialists.

The high qualifications required of the resource teachers who supervise the COP aides and the rigorous selection process which they undergo are stressed by Gugel. Such teachers must have a minimum of three years experience, a Master's degree and certification in reading, and the approval of a screening committee whose members make judgments about such intangible qualities as the charismatic appeal of the applicant. After selection, resource teachers undergo intensive training in staff development. An important result is that the instructional aides reap the benefit of daily contact with highly qualified personnel who assist classroom teachers and aides through demonstration teaching and in-service training and provide appropriate materials and instructions as to their effective use.

Together with each of the classroom teachers they serve, the resource teacher and instructional aide form the instructional team for planning the ICS program at the classroom level. Often the aide has as much input into planning sessions as the classroom teacher because of her or his knowledge of the progress of individual children. The plans may be implemented in a number of ways. Sometimes the resource teacher and the aide work together in a classroom. At other times they work individually. For example, an aide might organize a group activity or set up materials in preparation for the resource teacher's arrival or, following the resource teacher, might reinforce or elaborate on her or his instruction. The aides work both with individual students and groups.

The project also includes reading instruction for seventh graders. Each center is staffed by a two-member instructional team including a communication skills teacher and an instructional aide. They teach reading to 15 students at a time. The team's activities are coordinated by the secondary specialist.

An outstanding characteristic of this teaching team is the similarity in the responsibilities of its members. The formal job descriptions of the teacher and teacher aide describe four areas of responsibility for each, in identical or near-identical language. For example, both teacher and teacher aide instruct "five lessons per day in prescriptive teaching techniques in a systems approach to communications skills development." Both also "participate in ongoing evaluation activities and completion of reports...." In the remaining two areas of "planning and preparation of class activities," which are initiated by the teacher, and "referring students for PPS [Pupil Personnel Services] and speech/hearing services," the aide assists the teacher. Thus, COP participants in the ICS project are gaining extensive training and varied experience in the teaching of reading, despite a state regulation that paraprofessionals may neither diagnose nor "remediate" children's reading problems. According to Gugel, a wide field remains for application of valuable skills such as the one-to-one relationship of tutoring.

Training of staff is a very important component of the ICS project. Initially, the resource teacher and instructional aide teams working in grades 1 through 6 are trained both in joint and separate sessions. Evaluation of this training is conducted on the basis of pre- and post-tests in order to determine which areas need strengthening.

Weekly in-service training sessions concerning methods and materials used in the program are held for instructional aides and classroom teachers in each school. They are conducted by the instructional specialists with the assistance of the reading specialist when requested. It is noteworthy that experienced COP participants have conducted workshops for other instructional

aides. Other in-service training is provided at monthly district-level meetings attended by the entire staff. At this level, COP aides have participated as instructors in training sessions for teachers. Finally, the program consultant for grades 1 through 6 has bimonthly meetings with the instructional aides focusing on skills development. The consultant also observes each aide at work and then discusses his observations with the aide. (For COP participants in Jacksonville, a site visit by any consultant working with them is required.)

In-service training for the seventh grade teaching teams consists primarily of two afternoon workshops per month, conducted by the consultants for the seventh grade component. The teacher and teacher aide are periodically given criterion-reference tests in skills development. According to Gugel, some aides have moved up faster than some teachers in skills acquisition.

The broad scope of the in-service training provided by the ICS project is especially significant when it is considered alongside the Florida state requirements of only six credits in reading instruction for a B.A. degree and only nine credits for the M.A. degree. Thus,when COP participants begin their careers as certified teachers, they will be far more qualified than most other "new" teachers because of this additional training and experience.

A small but important component of the ICS project is that of parental involvement. It is responsible for organizing school-level parent advisory committees and selecting and taking tasks to the children's homes where the parents are to help the children in completing these tasks. Instructing and encouraging parents in assisting their children are the chief responsibilities of the seven parental involvement aides who work in two schools. Not all of the aides who work in this component,in the two schools in which this is in operation, are COP participants. However, it has been found that the performance of COP aides is superior to that of non-COP participants. Gugel attributes this to the education that the COP aides are receiving. According to the original guidelines, the parental involvement aides must be parents. Recently it was also mandated that these aides must either be COP participants or have completed two years of college. This new requirement certainly provides a testimonial to a successful COP project.

Evaluation of the children's performance takes place in September and May (pre- and post-periods), with reading skills tested by the SAT Primary I. Evaluation of staff also occurs at several points during the school year. In November, new teachers and aides undergo evaluation; teachers are evaluated again in February and aides in May. In addition, the staff participates in program evaluation through its role in planning. Both aides and resource teachers are surveyed on how effective they think the program is and on suggestions for its improvement. Another way in which aides are involved in planning is through their representation on the advisory board of the project. Other school staff, parents, and other community representatives are also members of this board.

Ms. Maggie Bowden, a COP participant and mother of three, was selected to serve on the countywide Title I development team. Her performance is described as outstanding in classroom instruction and in her role as a member of the school's ICS project advisory committee. This position led to her recent selection for the county committee. Presently working with exceptional children, she formerly taught in the seventh grade.

Douglas Meeks, another COP participant who also works with seventh graders, is a Vietnam veteran described as an inspiration to the teacher in his classroom and a generator of enthusiasm in the children. His classroom partner, who has been a teacher for over 20 years, is reported as being revitalized and stimulated to expand her classroom activities because of his presence. His eagerness to learn and to use his constantly expanding knowledge and lively imagination are also seen as important factors in the children's increased interest in school. Significantly, he is credited by the school psychologist with contributing to noticeable improvement in the self-concepts of the children. Since each teacher-teacher aide team in the seventh grade works with approximately 75 children every day, the positive influence of this COP participant is felt by many students.

Gugel reports the success of the ICS project in terms of a drop in the number of students performing below grade level. This has occurred despite a 30 percent turnover in teachers. Gugel attributes much of this success to the effective deployment of the resource teachers and the exposure of the instructional aides and classroom teachers to their expertise. In addition, this success is achieved at a lower cost than that of reading teacher-teacher teams in reading instruction. The ICS teams have been compared favorably with such teams which are also used in Jacksonville schools. According to Gugel, 20 teams composed of professional and paraprofessional members could be utilized for the same expenditure as 10 teams made up of two professional teachers.

Finally Gugel voices unequivocal support of COP in his expectation that COP graduates who have participated in the ICS project will be "excellent ... among the finest reading and classroom teachers" because they will have had so much experience by the time they complete their college work. In fact, he reports that the project is becoming a training ground, with other special programs in the system seeking the involvement of COP participants.[1]

A summary of the ICS project in Jacksonville is available upon request to other school systems and interested agencies. The summary details achievement levels sought in reading, oral, and written language skills, and describes the instructional plan and assignment of staff. Write to: Mr. Jerry R. Gugel, Supervisor of Professional Development, 1741 Francis Street, Jacksonville, FL 32209.

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[1]The written references on which the above description of the ICS project were based are: Improvement of Communication Skills Project, 1973-74, 16 pp., and Improving Communication Skills Management Plans, 1973-74, 14 pp., Duval County School Board, Jacksonville, Florida.

In addition to the ICS program, Jacksonville soon will be providing even more resources for the teaching of reading. According to Tom Doyle of the Duval County School Board, in January, 25 paraprofessionals placed through COP will begin work in a newly expanded county reading program at the junior high school level. Seeking good paraprofessionals, the reading division of the county school system sought out COP for qualified personnel. These aides, many of whom have A.A. degrees, will be given in-service training at the county level. Initially it will focus on remediation skills and then on developmental and enrichment work. Ten of the aides will probably be selected to fill the slots left in the COP project by graduating participants.

ATLANTA, GEORGIA

A.P. Herndon School in Atlanta is the site of a Right to Read program, the literacy project administered by the Office of Education. (The Right to Read program is described in the Appendix.) Atlanta is one of 21 large cities selected by Right to Read to receive the solid information, technical assistance, and money it provides as it seeks to achieve its goals. These goals include achieving a nationwide literacy rate of 99 percent by 1980 among those under 16 years of age.

Funded for three years with an annual grant of $100,000, the Atlanta Right to Read program is in its second year. Herndon is one of three school-based sites there; the others are the Luckie Street and the E.A. Ware Schools. Herndon has received the bulk of the funds allotted to the three schools on the basis of need.

Right to Read designates four types of schools; three of these are represented in Atlanta. Herndon is a "transition site," one without substantial federal funds earmarked for reading improvement but which is willing to make the change from existing ineffective practices to effective ones. Luckie Street School represents a second type, a "redirection site." It differs from a transition site in that it does have substantial federal funds. However, it still has an ineffective reading program and needs to use its resources differently in order to meet the needs of its pupils. The E.A. Ware School, an "impact site," has an exemplary program which can serve as a demonstration model for the application of reading methods, sound management, use of the diagnostic-prescriptive approach and involvement of the community in its program.

The goal for the Atlanta program is twofold. On the one hand, its aim is for both Herndon and Luckie Street to achieve the status of the E.A. Ware School. This aim is in line with the Right to Read mandate that the impact site have two satellite schools whose programs it must help to upgrade. On the other hand, the aim of the Atlanta program is for the three sites to have a "fall-out" effect, with each helping other schools to develop their own reading programs, benefiting from the experience of the Right to Read sites.

Last year eight COP participants worked in Herndon and this year five are members of its teaching staff. They provide reading instruction both in the classrooms and in the Reading Center. (The Reading Center is formed by two large adjoining classrooms, used according to the open-space concept.) Small group instruction takes place both in and out of the classrooms, while individual children are worked with outside of the classrooms.

One of the innovations introduced by Right to Read at Herndon School is the employment of four parent tutors on the instructional staff. Meaningful parent participation is a national guideline of Right to Read and Herndon's use of parents as staff members goes beyond the mandated requirements.

The policy-making body at each of the three sites is a task force composed of the principal, the assistant principal, the media specialist, two parents and two classroom teachers. Together the three task forces make up the citywide policy-making body. A classroom teacher is the coordinator of the program in Herndon School.

An important resource funded by Right to Read is the technical assistance team composed of faculty members from the University of Georgia. Led by Dr. Addie Mitchell, they provide on-site assistance.

This technical assistance team is one of the resources drawn on in in-service training. The importance of training as a component of Right to Read is indicated by the fact that it provides for a coordinator of in-service training, Ms. Louise George. There were two weeks of training before school opened last fall for educational aides (COP participants), parent tutors and teachers. During the school year in-service training sessions for educational aides and teachers were held twice monthly. They lasted for three hours, with separate sessions conducted in the morning and afternoon. Half of the staff attends each session. They usually are conducted by Ms. George. In addition to skills development, topics covered in these sessions have included changing children's attitudes towards school and increasing children's interest in reading.

In-service training is also provided for parent tutors. It takes place on-site as often as possible. In addition, training sessions are held for all parent tutors of the three participating schools once per quarter.

Teachers derive benefits additional to the in-service training through the program's funding of graduate courses for them.

The reading levels of children at Herndon rose during 1972-73, the first year of the Right to Read program there. In the previous year, they had been neither effective nor acceptable, according to Principal Bill Stanley. The results of pre- and post-tests in 1972-73 indicated that in every grade except one reading levels were effective. Using the Iowa Test of Basic Skills and the Metropolitan Achievement Test, it was determined that most children were reading at least one month above their grade level. Stanley attributes these gains to Right to Read as the principal new component in Herndon's instructional program.

Stanley has developed a 35-minute slide presentation about Right to Read in Atlanta. It depicts the program in operation, showing both staff and parent tutors at work with the children and participating in in-service training sessions. It has been shown to civic groups as one of the most effective and vivid ways to publicize the program's goals and methods of attaining them.

YAKIMA, WASHINGTON

In operation for approximately five years, Yakima's reading program, funded through Title I, involves 19 paraprofessionals in two of the city's eight elementary schools, one junior and one senior high school. At the Broadway Elementary School, Ms. Marilyn Hood is the COP participant. She works in the Reading Room with two children at a time. Ms. Hood is supervised by the reading teacher, Ms. Eula Bustetter, who also serves one other school.

In September, all paraprofessionals help test children to select those who will participate in the program, and in May they assist in post-testing. Ms. Hood is also a member of the Analysis of Communication in Education (ACE) team. Its work is concerned with development in the language arts and this year it is focusing on the teaching of reading. Ms. Hood has received special in-service training in the application of the instruments and methods of the ACE program. It is being carried out in 10 COP projects across the country by the Bank Street College of Education in New York. (The ACE program was described in the January 1974 issue of COP Notes.)

In-service training is conducted both before the commencement of classes in the fall and during the school year. In September, the supervisor of the Title I reading program conducted a four-day workshop. Areas covered included planning for in-service training sessions during the school year, skills development, and relations with parents. In the last area, simulations of typical situations were employed as a helpful technique for learning. In the first area, one of the results of the discussions on long-range planning was the decision to have a session on phonics at the monthly in-service training meetings.

These meetings are two hours long and are planned by the four elementary school reading teachers and their supervisor. The reading teachers bring to the supervisor's attention the areas in which staff needs training. There have been sessions on teaching games, syllabication, phonics, organization of planning time, and discussions on how children are listened to and why they fail to achieve at grade level. The last two topics are among those covered in the small groups into which the participants sometimes are divided. These small group discussions are organized to cover four topics at a session.

Parents are involved in the reading program through group meetings, individual conferences, and visits to their homes. In October, meetings were held to acquaint parents with the program and staff. Each paraprofessional described a part of the program. Conferences with parents are conducted by the reading teacher and the classroom teacher, while home visits are made by the aide and reading teacher.

In January, the audience of Yakima's reading program was expanded to include an important segment of the community: a demonstration of the program, in which paraprofessional staff played a significant role, was held before members of the local Title I Advisory Board.

CHARLESTON, WEST VIRGINIA

At Andrew Jackson Junior High School, where there are 11 COP participants on staff, the teaching of reading is planned and carried out by the entire classroom staff. That includes the teacher, COP aide, and student teacher; a reading specialist serves as an additional staff resource. Reading is part of the language arts program and is viewed as a means of enriching the children's experience in this part of the curriculum.

One of the COP participants, Ms. Rita Eastep, is a member of the ACE team, which was referred to earlier. Ms. Eastep is maintaining a 3.8 average in her college work.

According to Ms. Norma Taylor, assistant principal at Andrew Jackson and former assistant director of COP in Charleston, COP participants receive extensive in-service training. It takes place through COP's own program, on a countywide basis and on-site at Andrew Jackson. In the last case, instruction is provided by the principal, assistant principal, and staff with specialized knowledge from the central office of the school district. At the county level, staff may choose from the approximately 100 courses offered. Skills courses have included instruction in story telling and how to teach the writing of stories. Other courses, which Ms. Taylor considers related to the teaching of reading, have been concerned with innovation in the organization of junior high schools and the effect of a teacher's mood and of his or her expectations of the students on the children's school performance. Eighteen hours of in-service training annually are required of all instructional staff members in the county school system.

Thus, through in-service training, COP participants have ample opportunities to build on their day-to-day experience in the classroom.

COLORADO

In both Denver and one of its suburbs, Lakewood, COP participants play a key role in school reading programs. An Evaluation Report for COP in Denver reveals that in classrooms in which the teacher was assisted by a COP paraprofessional, parents noted "definite improvement in their children's progress" in reading when compared with the previous year. In addition, parents named reading more often than any other area as that in which progress had been made by their children.[2]

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[2]John E. Temple, Evaluation Report, Career Opportunity Program, Denver Public Schools, 1971-72 School Year. Office of Federal Projects, Denver Public Schools, pp. 17 and 19.

In Lakewood, at the Molholm Elementary School, there are five COP participants on staff. They are essential to the operation of the reading program, according to Principal Myron Sommers. The Wisconsin Reading Program is used at Molholm. It includes a great deal of pre- and post-testing and extensive record keeping of the children's progress in the course of the year. COP aides play a significant role in these phases of the program as well as in instruction.

The COP participants work with both groups and individual children in the classroom. One COP participant, Rhay Garrett, is a member of the ACE team at Molholm. He and another COP aide are doing their student teaching there. Mr. Garrett has an extensive academic background in the teaching of reading. He has accumulated 16 credits in this area at Metropolitan College. He points out first-hand contact with children as a valuable attribute of the skills courses offered at Metropolitan.

In-service training focused on the teaching of reading is provided in the school district. This takes place in four two-hour sessions held during a one-month period. For the Molholm staff, Sommers has conducted training in tutorial work.

SAN ANTONIO, TEXAS

The reading program designed by three COP participants at Burelson Elementary School was described in a feature article in the November issue of COP Notes. Reporting on the progress of this unique program, David Garza, the COP aide in the sixth grade, says that a good portion of the students in the program are showing improvement. At the beginning of the year they were pre-tested with the Sivaroli Classroom Reading Inventory. With the same test as a reference point, Garza says that for some of the 20 children he instructs the "frustration level" has already jumped from that of the third grade to the fourth.

The term, "frustration level," refers to one of the three reading levels designated by the Sivaroli test. At this level, as the term suggests, the reader has severe difficulties. The next level, called "instructional," is one in which some help is needed; the third is the "independent" reading level, at which the reader needs no assistance.

In the fourth and fifth grade classes, the reading difficulties are so severe that instruction is focused on how to read rather than improvement of reading skills. Ms. Veronica Molina and Rogelio Sanchez are the COP aides working with these two groups.

As reported in COP Notes, Garza uses stories he writes as a teaching tool. These stories are based on his experiences growing up in the Mexican-American community of San Antonio and, more obliquely, on those of his students. They read and discuss the stories. Examples of those about the students themselves focused on a girl whose behavior in the classroom was disruptive and on a shy boy. In the case of these two children, Garza reports that each identified with the theme of the relevant story. This triggered changed behavior in each that to Garza indicated real progress in their personal growth.

The efforts of Molina, Sanchez, and Garza showed such early success that in November a meeting of Burelson's teaching staff was held to describe its progress. The staff, which includes 21 teachers and 10 COP participants, was told they were welcome to administer the Sivaroli test to their classes. Some of the teachers indicated interest in doing so and it is hoped that the entire school system will follow suit.

Thus, through this innovative reading program, COP has helped make a positive difference in the school experience of many children and is on its way to affecting children even beyond the scope of the program itself.

PARAPROFESSIONALS AND PUPIL READING PERFORMANCE

Efforts to evaluate the effect of reading instruction offered by paraprofessionals are very complicated. This is so because of the difficulties in isolating any one factor and in establishing a causal relationship between that factor and the "product," e.g., reading performance.

Nevertheless, some indication of positive effects is found in several studies.[3] As data supplemental to the preceding descriptions of COP projects, they provide concrete examples of the contributions made by paraprofessionals in the teaching of reading.

Minneapolis, Minnesota

> [One of] the most carefully studied paraprofessional programs in education...is that of the Minneapolis Public Schools. Between 1966 and 1968, that system employed between 225 and 300 paraprofessionals. In the spring of 1967, a survey of 231 paraprofessionals found that 54 percent were in the elementary grades, 94 percent were female, and they had a median age of 37.5. In these characteristics, the paraprofessionals in this school system were similar to those across the nation. In order to test the effectiveness of paraprofessional performance on pupil learning, a study was conducted during early 1968. Nine kindergarten classes, each with about thirty pupils, half of whom were Black, were selected. Three classes had no aides, three had one aide, and three had five aides. All classes were given the Metropolitan Reading Readiness Test, Form R, in January and then again in May.
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> Those classes with one aide made a 50 percent greater total gain than did those with no aide, or in terms of percentage gain over pretest, those with one aide gained 30 percent as compared with a 19 percent gain for those with no aide. On both total gain and percentage gain over pretest, those classes with five aides did better than those with no aide but not as well as those with one aide. The authors suggested that a reason for the lesser gain of those with five aides as compared to those with one might lie in the management problems presented with such a large number of adults in the classroom.

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[3] Alan Gartner, Paraprofessionals and Their Performance: A Survey of Education, Health and Social Service Programs (New York: Praeger Publishers, 1971), pp. 24-28.

Atlanta, Georgia

In this city where 108 paraprofessionals worked in 47 poverty-neighborhood schools, it was found that reading gains of third grade pupils were greatest in those Title I, Elementary and Secondary Education Act (ESEA), classes which used paraprofessionals as compared both with such schools which did not use them and with non-Title I schools.

Hammond, Indiana

The middle schools of Hammond used paraprofessionals in a corrective reading program. Between 1967 and 1970, they conducted "a study in the use of paraprofessional personnel in intensive corrective reading instruction." The referral criteria for pupils to the program was an IQ of 90 or above and a reading level at least a year below grade. In fact, for the 832 pupils in the program over the three years, IQ ranged from 75 to 126, and students were from one to five years below grade in reading. About 60 percent of the pupils were boys, 25 percent from disadvantaged families, and they were about equally divided among the sixth, seventh, and eighth grades.

There were 22 paraprofessionals, 10 of whom had children with academic difficulties. The children received approximately an hour per week of instruction from the paraprofessionals. The performance of the children helped by the paraprofessionals was compared with a matched control group... (without paraprofessionals). The project director summarized...[the findings] as follows: "On the basis of the comparison of experimental and control subjects and average growth scores with the norm of expectation, it can be stated that paraprofessionals can be used effectively in providing remedial reading instruction at the middle school level.

Brooklyn, New York

A tutorial program for children with serious reading retardation showed gains for both the children and their paraprofessional tutors. In that program, 15 paraprofessionals worked in 4 Brooklyn ghetto schools. They tutored 105 children two to four times a week. Three of the paraprofessionals had no high school diploma, and as a group, their reading level ranged from third to twelfth grade. "Final

evaluation of the program showed behavioral and reading improvement among most of the 105 children. Tutors gained in reading level, in insight into the school as a social system, in sensitivity in child development and management and in teaching methodology."

RESOURCE MATERIALS

Three current publications offer resource material for the teaching of reading by paraprofessionals. Descriptions are drawn from ERIC catalogues.[4]

1. Why Paraprofessionals in Reading?, August J. Mauser, May 1972; 10 pp., ED 063 086; MF-$0.65 HC-$3.29.

   Research has shown that by giving proper training to paraprofessionals (e.g., use of the Peabody Language Development Kit), more positive results in students' reading progress--increased attention span, gains in readiness, and increased work recognition--are achieved... .

   Appended are references and a sample of reading students' attitudes toward paraprofessionals.

2. Wise Utilization of Human Resources: The Paraprofessional in the Reading Program: Paraprofessionals and Reading, Sam V. Dauzat, May 1972; 10 pp., ED 063 081; MF-$0.65; HC-$3.29.

   Paraprofessionals have valuable roles to enact in the effective reading program; however, paraprofessionals in the classroom are justified only to the extent to which educational benefit accrues to the children in that classroom. Professionals must devise strategies whereby the resources in the classroom may be most effectively utilized and whereby the professional and paraprofessional may function as an educational team. Professionals must not squander on nonproductive tasks the potential source of rich opportunities for children which the paraprofessional represents. The professional teacher of reading must assume the key role, while the paraprofessional assumes a supporting one, but this relationship should enhance the opportunities of each to make a positive educational impact on the lives of children in the reading program.

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[4]These publications may be ordered from: ERIC Document Reproduction Service
P. O. Drawer O
Bethesda, Maryland 22014

3. The Use of Teacher Aides in Reading Instruction, Raymond H. Harrison, November 1971; 21 pp., ED 058 005; MF-$0.65; HC-$3.29.

Specific areas and specific tasks within those areas in which the paraprofessional can work in teaching reading are suggested. These areas include helping develop the ability to sound out words, teaching listening skills, and helping improve reading speed by using games, drills, supervision of study, talking to the students about reading, and numerous other activities. The author predicts that the role of the paraprofessional will expand and change in the future.

APPENDIX

RIGHT TO READ -- A NATIONAL EFFORT

The extent of functional illiteracy in this country is called a "reading crisis" by Right to Read.[5] The goal of this national program is to ensure that in the next decade Americans shall not be denied a full and productive life because of an inability to read effectively. The program at A. F. Herndon School in Atlanta, Georgia, described earlier, is an example of the way in which Right to Read seeks to attain this goal.

There are 11 Right to Read states: California, Georgia, Florida, Kentucky, Minnesota, New York, Pennsylvania, Ohio, North Carolina, Texas, and Vermont.

Since all of these states have COP projects, they offer COP a valuable potential resource to utilize in meeting its goals for children's learning. In the remaining states without funding by Right to Read, it is possible that some of its resources could still be helpful. An example is the Needs Assessment Package.

The Needs Assessment Package was developed by the Right to Read staff. It includes step-by-step instructions for gathering data on student achievement, faculty skills and training needs, and information on basic approaches to reading and available materials. This is made available to every grantee and is an important part of each site's planning phase. The following four sets of materials are included in the Needs Assessment Package:

a. Program Planning Procedure Kit: This is a set of three charts plus definition and objective cards which lead education decision makers through 11 estimated planning steps.

b. Five Model Programs (Information Capsules): Five effective reading programs in actual operation are each presented through an overview with the use of charts, sample materials, a taped interview with the project director, and a filmstrip of the program. Grantees choose one of these five programs to emulate, with leeway for variation on the theme. These materials include the process for implementing a program as well as descriptive information.

c. Guiderule: This is a slide rule giving summary data on each of the five model programs, including target population, grades served, basic approaches, student gains within the program, and staff training methods.

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[5] The description of Right to Read is based primarily on the three reports listed at the end of this Appendix.

d. Status and Reporting Center Kit: These seven charts are designed to illustrate the progress of the project, to highlight future decision points, and to keep track of responsibilities. This kit provides for the self-monitoring of every aspect of the individual site's program, and is made available to each grantee.

Technical assistance is provided program sites by 24 reading consultants and five institutional teams. The reading consultants are located throughout the states, and the five teams are based at Ball State University in Indiana, Northwest Regional Lab of USOE, City College of New York, Our Lady of the Lake College in San Antonio, Texas, and the University of Georgia, Atlanta. Each of the teams has the equivalent of two full-time members, one who is a reading consultant and another who works with program planning.

The provision of technical assistance flows from the importance placed on staff development. The Right to Read Plan of Action states that "the emphasis in the program is on the development of the existing staff, rather than on employment of new personnel." Staff development, the Plan also says, is planned as "a series of ongoing on-the-job training sessions for the entire school personnel."

Another key component of the Right to Read Program is the "meaningful involvement of parents in all phases of the program including participation of the parents in the process of making decisions on the nature and operation of the program." Provisions are made for parents' participation in decision making concerning the methods and operation of the program and for "continuous liaison between school and home relating the needs and progress of the program."

Should you wish more information, Dr. Ruth Love Holloway, director of the program, has written a 22-page booklet describing 14 aspects of the program: planning steps, planning recycle schema chart, performance criteria, prior commitment, impact center concept, program content, diasnostic-prescriptive approach, dissemination of information, staff development, evaluation, parent participation, private sector, cost effectiveness and review and monitoring. It is available from Right to Read, Office of Education, Department of Health, Education and Welfare, Washington, D.C. 20202. Microfiche copies are $0.65 and hard cover, $3.29.

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Ruth Love Holloway, Director, Right to Read, Memorandum to Right to Read School-Based Demonstration Projects, 8 February 1973.

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